

# Effective Professional Development



# Purpose of presentation:

- In 2009 the Quality Teaching Student Achievement block funding was eliminated.
- This resulted in a loss of over \$75,000,000 to Utah schools for improving educator practices.
- A large portion of this funding was spent on professional development days.
- LEAs are asking for restoration of this funding in order to improve instructional practices leading to higher levels of student achievement.

# Why does professional development matter?

- Teaching quality and school leadership are the most important factors in raising student achievement.
- Educators must learn in order to help students learn at highest levels.
- Professional development is the only strategy for educators to improve their performance and raise student achievement.

# Three purposes of professional learning:



Individual Growth



School or Team Improvement



Program and Technology Implementation

# What constitutes professional development?

## Formal Process

- Conference
- Seminar
- Workshop
- Collaborative learning among members of a work team
- University coursework
- Mentoring, coaching

## Informal Process

- Discussion with colleagues
- Independent reading and research
- Observation of a colleague's work
- Learning from a peer
- Giving and receiving feedback

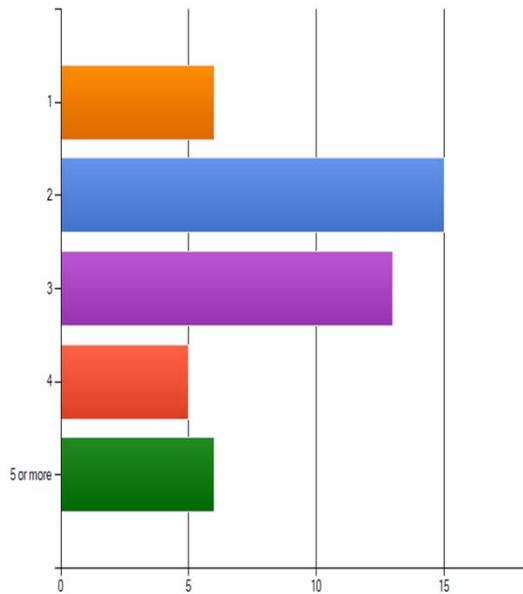
## Making the case for professional development days:



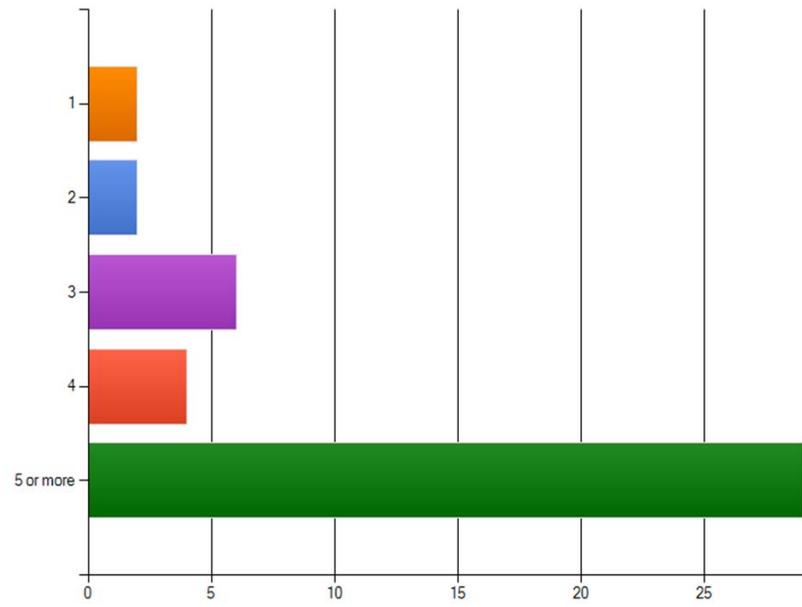
- Are schools and districts currently investing in PD days?
- What is the cost and how are they funded?
- How is this time being used?
- Is this the preferred method of finding time for collaboration?

# Q1. How many professional learning days are provided for your educators in addition to their teaching contract?

## District Responses (41)



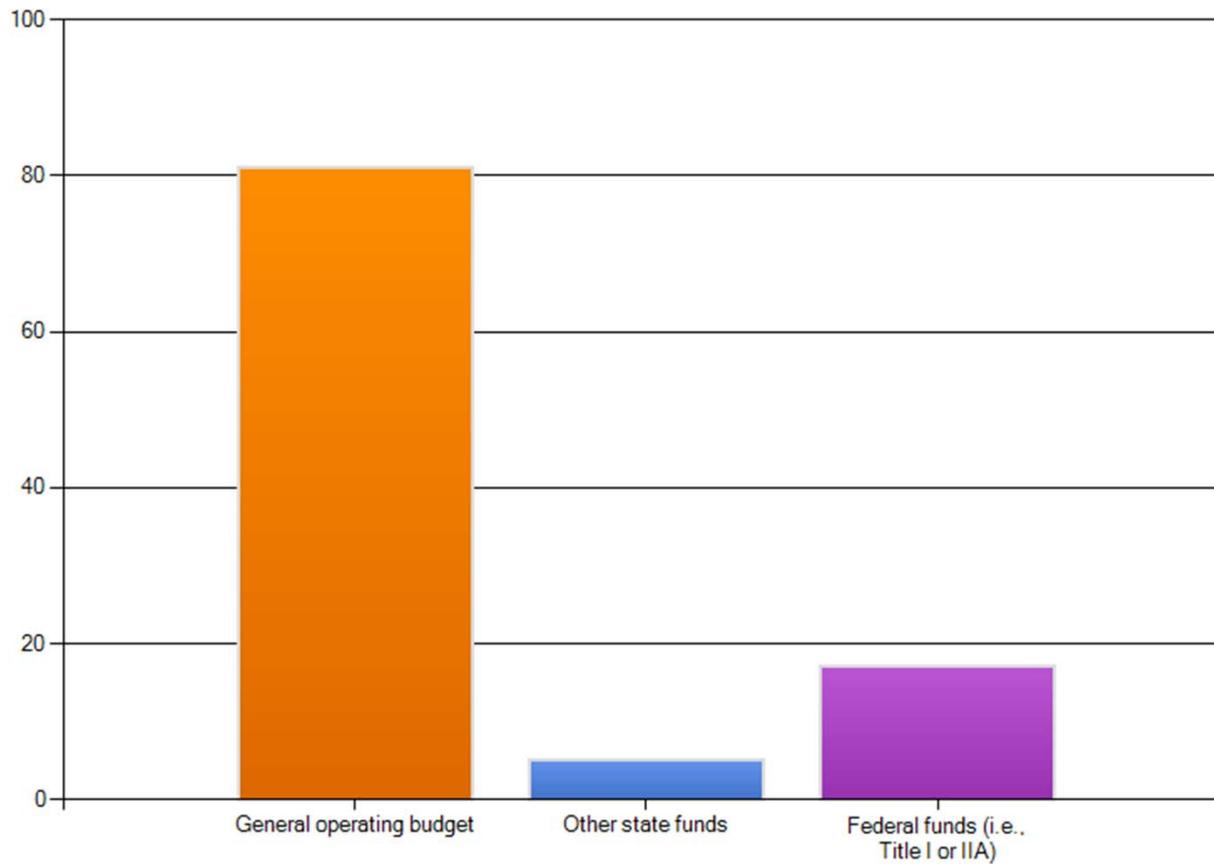
## Charter Responses (45)



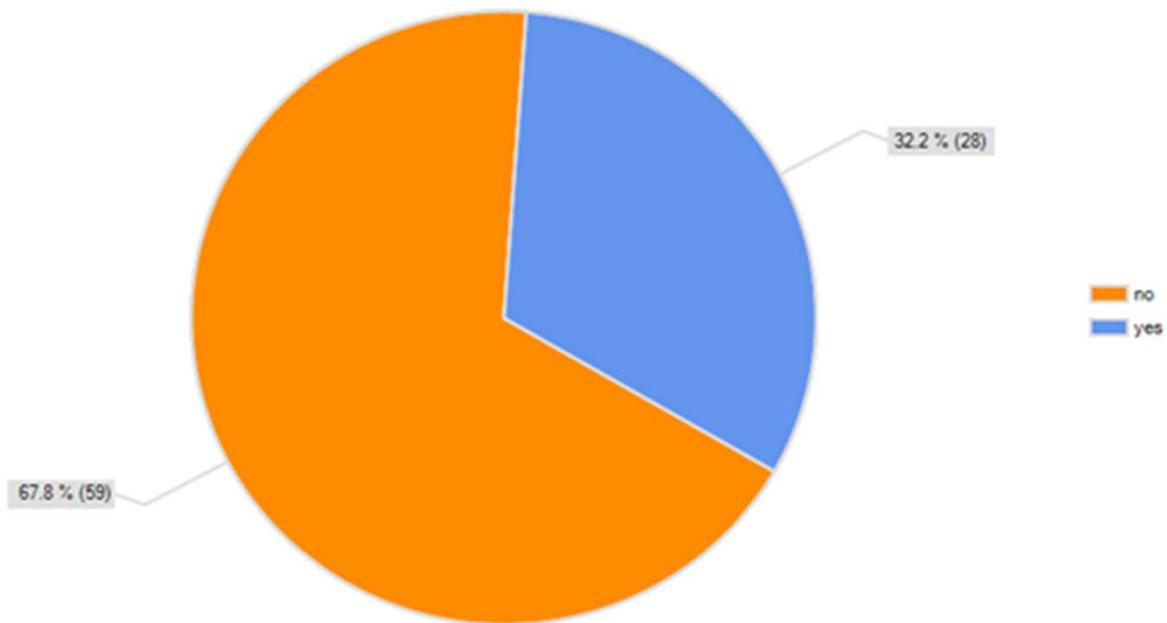
## Cost of professional development day:

- 26,063 active classroom teachers
- \$248 average daily wage (based on 183 days without benefits)
- = **\$6,463,624** per day for teachers
- An additional \$1,376,363 for specialists and administrators = **\$7,839,987** for one PD day

## Q2. How are these professional learning days funded?



Q3. Have you used a waiver from the Board Rule of 180 instructional days as a way to fund professional development days?



## Q4. What is the purpose of professional development days in your LEA?

*Listed by percentage of LEAs indicating this is a purpose of PD days*

	LEAs combined
<b>Improve instruction</b>	<b>100%</b>
<b>Learn new knowledge and skills</b>	<b>82%</b>
<b>Analyze student achievement data</b>	<b>71%</b>
<b>Create lesson plan aligned with Utah Core Standards</b>	<b>63%</b>
<b>Study student work</b>	<b>28%</b>

Q5. Rank the following as the most to least effective use of time for collaborative professional learning in your school or district.

Districts	Charters
1. Professional learning communities	1. Professional development days
2. Professional development days	2. Early release or late start
3. Workshops on specific topics	3. Professional learning communities
4. Team meetings	4. Workshops on specific topics
5. Common planning time	5. Team meetings
6. Early release or late start	6. Staff/faculty meetings
7. Staff/faculty meetings	7. Common planning time
8. Training after school or on weekends	8. Training after school or on weekends

Investment	Purpose
<p><b>10 days embedded</b> within educators' work year and/or expanding educators' work year.</p>	<p><i>To extend individual, team, school-wide, and district-wide professional learning, teachers:</i></p> <ul style="list-style-type: none"> <li>• Participate in university courses;</li> <li>• Enroll in expert- and peer-facilitated workshops;</li> <li>• Engage in blended, face-to-face, and online courses;</li> <li>• Attend local, state, or national conferences, and</li> <li>• Interact virtually or in person with researchers and other experts.</li> </ul>
<p><b>Adjust school-day schedules</b> to provide three to four hours weekly for collaboration among teachers, between teachers and their principals, and among principals.</p>	<p><i>To provide daily time for educators to transfer learning into practice, develop shared experience, and refine practice through continuous improvement by;</i></p> <ul style="list-style-type: none"> <li>• Studying content standards and curriculum to plan units and lessons of curriculum, assessment, and instruction;</li> <li>• Analyzing student learning progressions to identify and design interventions;</li> <li>• Solving problems related to student learning;</li> <li>• Calibrating student performance expectations,</li> <li>• Supporting peer professional growth; and</li> <li>• Reflecting on and assessing practice.</li> </ul>
<p><b>Provide technology infrastructure and innovative programs and resources</b> to increase accessibility, efficiency, and adaptability of professional learning.</p>	<ul style="list-style-type: none"> <li>• To provide access to just-in-time learning, models of effective practices, simulations of classrooms and schools, tools for knowledge management, analysis of practice, and presentation of learning;</li> <li>• To connect educators with local and global networks of experts and peers to solve problems, seek information and support, and give and receive constructive feedback; and</li> <li>• To make educators' practice public in networking environments.</li> </ul>
<p><b>Provide differentiated staffing and compensation</b> to support coaches, mentors, and teacher and principals leaders.</p>	<ul style="list-style-type: none"> <li>• To tap the expertise of educators within the school and school system through which master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams and school faculty to adapt and implement learning;</li> <li>• To increase the accuracy and frequency of use of the practices; and</li> <li>• To increase their collective expertise.</li> </ul>
<p><b>Increase funding for individual and team professional learning</b> to include expert consultants, technical assistance, conference registrations, program fees, print or electronic professional books and journals, memberships to professional associations, etc.</p>	<ul style="list-style-type: none"> <li>• To maintain professional libraries with resources linked to national, state, district, and school goals;</li> <li>• To provide registrations for local, state, and national conferences to acquire cutting-edge research and practices; and</li> <li>• To access technical assistance from experts with new perspectives and research-and evidence-based practice to support goal attainment and address identified gaps, needs, or problems.</li> </ul>

# USOE PD Efforts and Cost

Professional Development Activity	Cost
Utah Core Academy (four day workshop)	\$300 per participant (3,802 attendees in 2013)
Online endorsement courses (Offering over 30 courses in science, social studies, and English language arts)	<ul style="list-style-type: none"> <li>• \$1,000 per facilitator</li> <li>• \$63 university credit recording fee</li> </ul>
Interactive Video Conference <i>PLCs in action</i> (30 min. sessions)	<ul style="list-style-type: none"> <li>• Free to participants</li> <li>• IVC provided by USOE</li> </ul>
Saturday seminars (face to face)	\$100 stipend for participants
Content focused USOE sponsored workshops	Free to participants (may be cost associated with materials, meals, etc. for USOE)
Partnership with organizations for conferences	USOE provides personnel for expertise, presentations, and support as part of regular work expectations

# Professional Learning Communities:

One school's journey in connecting the professional learning of adults to higher levels of student learning.



Bob Sonju, Director of K-12 Student Learning,  
Washington County School District



“The **most promising strategy** for sustained, substantive school improvement is building the capacity of school personnel to function as a **professional learning community**”.

Milbrey McLaughlin, Stanford University

# Model PLC schools ensure:

- A clear focus on **LEARNING** for ALL
- A culture of **COLLABORATION**
- Powerful **TEAMS**:
  - Identify a guaranteed and viable curriculum
  - Utilize common formative assessment results
  - Provide immediate, specific, and directive intervention
  - Provide extensions/enrichment

“Ensure high-levels of learning for **EVERY** student”

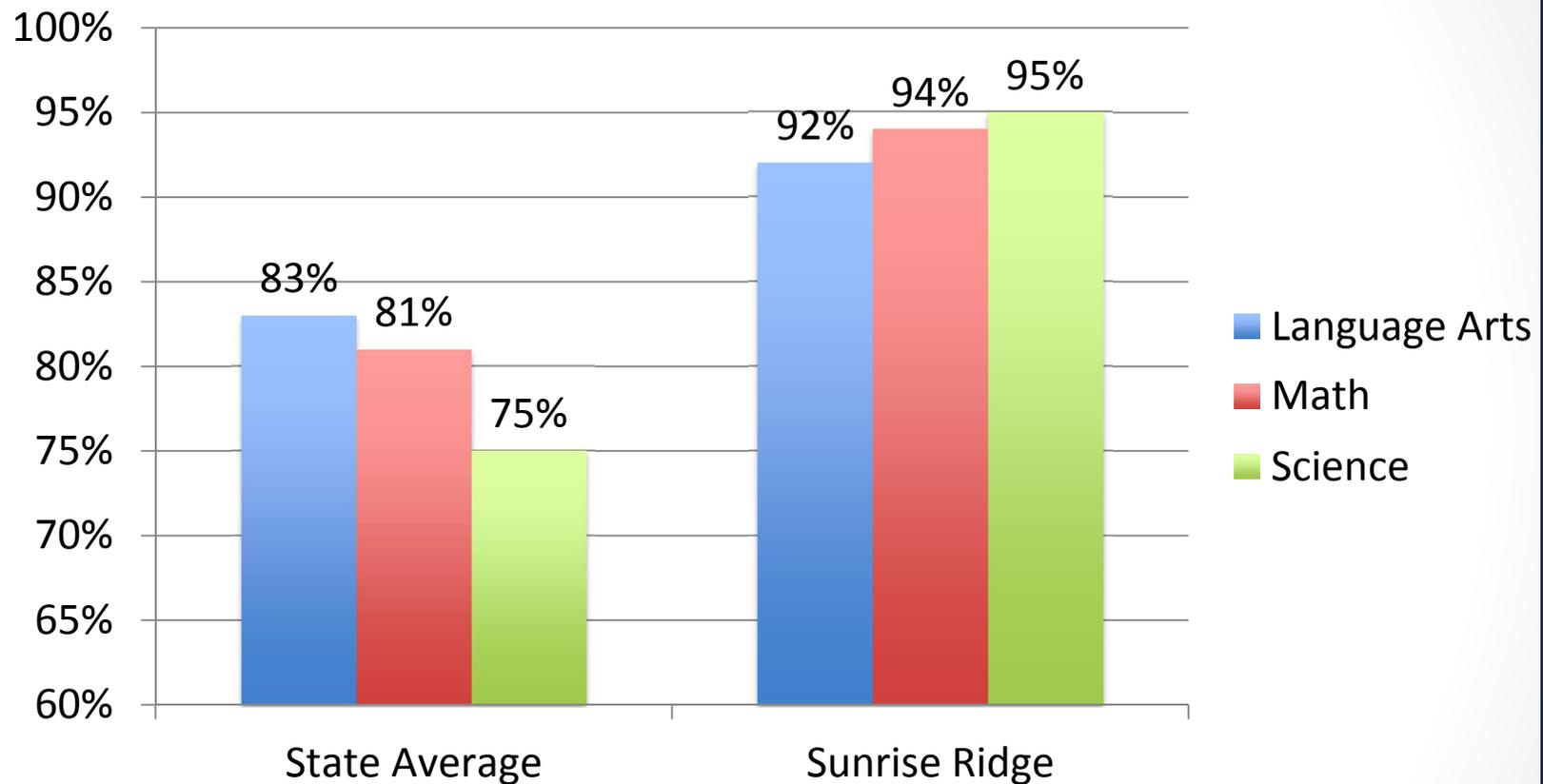
# What do PLC schools do differently?

1. Ensure high levels of learning for **ALL** students
2. Organize staffs into **collaborative teams** that take collective responsibility for student learning
3. Call on **teams to establish** a guaranteed and viable curriculum, pacing guides, and common formative assessments to monitor student learning.
4. Use evidence to **identify**: additional time/support, best practices, and extensions
5. Create a **coordinated intervention plan** that is timely, directive, diagnostic, precise, and systematic.

Dufour, R., Mattos M., “How Do Principals Really Improve Schools” 2013



# Sunrise Ridge Intermediate - Washington



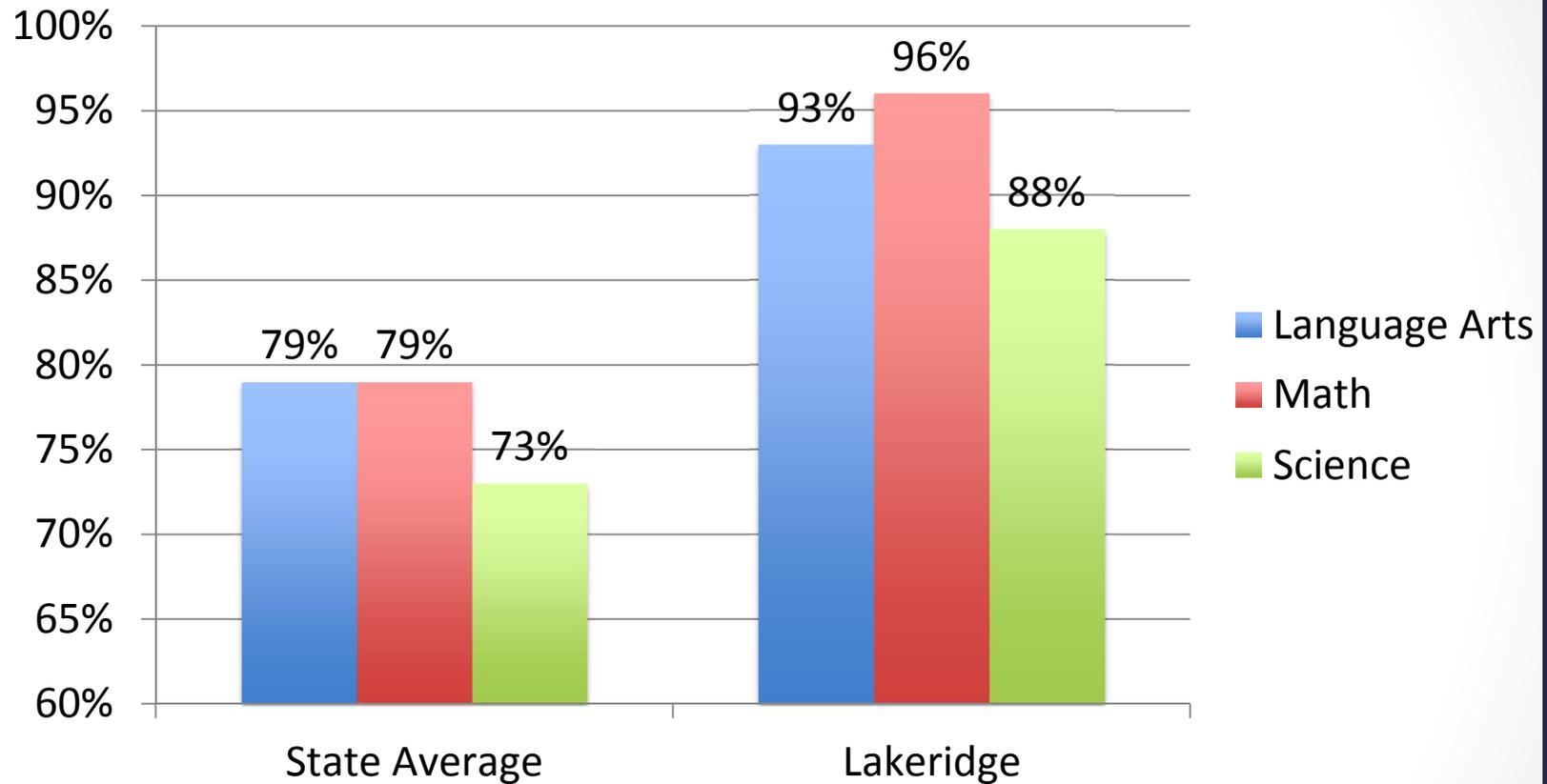
**Free/Reduced Lunch – 34%**  
**Special Education – 10%**  
**Limited English Proficient – 1%**

# At-Risk Schools?

“...schools that are **highly effective** produce results that almost entirely overcome the effects of student backgrounds.”

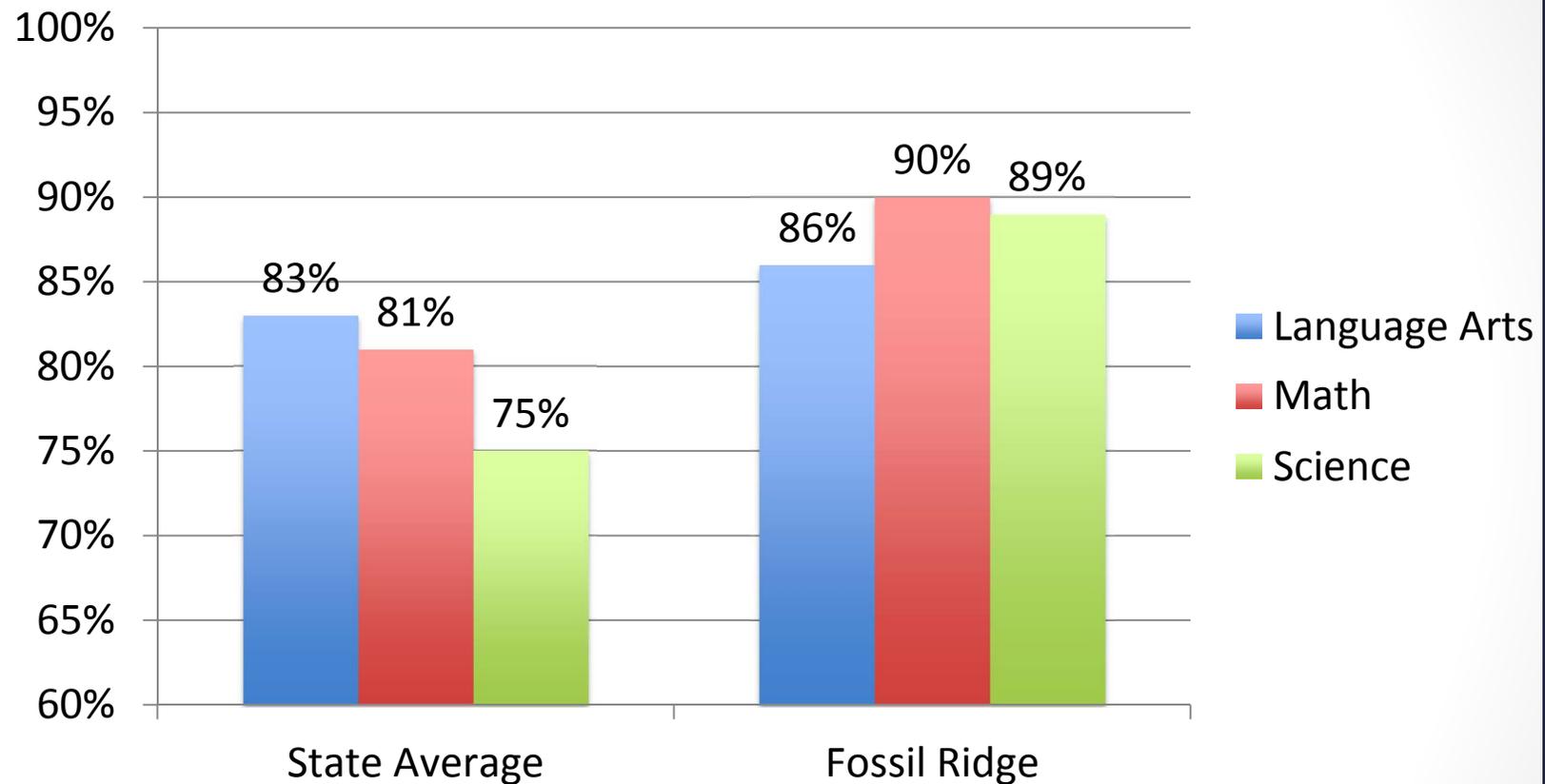
Robert Marzano, What Works in Schools, 2003

# Millville Elementary – Cache



**Free/Reduced Lunch – 45%**  
**Special Education – 15%**  
**Limited English Proficient – 6%**

# Fossil Ridge Intermediate - Washington



**Free/Reduced Lunch – 51%**  
**Special Education – 11%**  
**Limited English Proficient – 10%**

# Fossil Ridge Intermediate

Increases in CRT Proficiency 2009-2012

Subject	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade
Language Arts	+13%	+16%
Math	+28%	+13%
Science	+17%	+21%

Increases in **ALL** subgroups of 11-34%

# 2013 National Breakthrough School

# FOSSIL RIDGE INTERMEDIATE SCHOOL

Restructure the Culture—  
Transform the School

**A**sk a room full of sixth and seventh graders at Fossil Ridge Intermediate School to name their favorite part of the day and the answer is, in unison, always the same: REAL [respect, explore, achieve, lead] Time. This 35-minute block embedded into the school's schedule three days each week provides immediate, specific intervention to identified students who require extra time or more individual assistance in meeting a particular standard or criteria. Students are required to attend specific interventions with other students who are deficient in the same concepts. Students who demonstrate competency for that particular week are given the choice of a variety of other classes designed to provide extra learning opportunities during the REAL Time block.

#### A "REAL" School

A large banner hanging in the school commons area greets parents, community members, guests, and visitors:

Welcome to Fossil Ridge Intermediate  
A "REAL" School  
Respect • Explore • Achieve • Lead

As part of the Washington County School District, Fossil Ridge is located in St. George, UT, a beautiful city surrounded by mountains and red sandstone buttes, sitting on the northeastern edge of the Mojave Desert. The school derives its name from the discovery of many fish and dinosaur remains during the excavation of the school building site, resulting in the collection of hundreds of specimens and ongoing work by local and visiting paleontologists. The fact that the district covers more than 2,400 square miles—coupled with an open-enrollment policy at the intermediate, middle, and high school levels—has resulted in the busing of 80% of the students.

It's not a matter if we will or won't. If we are committed to doing what's best for kids, we must!

—TEACHER



# Measuring Effectiveness of TEAMS

“High-leverage questions”

- ✓ Which **standards** have been learned?
- ✓ What **evidence** do you have that they learned it?
- ✓ What are the **specific names** of the students who didn't get it?
- ✓ How did your team **immediately respond** to students who didn't learn?
- ✓ How did you **extend** the learning of those who already knew it?



# Professional Learning Needs

- **TIME** for teams to collaborate
- On-going, job-embedded  
**PROFESSIONAL LEARNING**
- **OBSERVING** model schools
- Professional learning **OPPORTUNITIES**
- Professional Learning Community  
**(PLC)** model

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# Recommendations for Improvement

- Conduct a statewide PD survey targeted at classroom teachers to get baseline data about current practices
- Fund LEA time for professional learning targeted at specific needs based on data
- Adopt high quality standards for professional learning to ensure investments are spent on effective practices
- Incorporate evaluation measures into professional development activities